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MEETING OF THE CENTRAL DIVISION

The twenty-third annual meeting of the CENTRAL DIVISION of the MODERN LANGUAGE ASSOCIATION OF AMERICA was held at Madison, Wisconsin, under the auspices of the University of Wisconsin, December 27, 28, 29, 1917.

The sessions were held in the Law Building of the University of Wisconsin. The commodious University Club was general headquarters. The Chairman of the Division, Professor Thomas Edward Oliver, of the University of Illinois, presided at all the sessions, except as noted hereafter.

The attendance at the meeting was good, considering the times, the distance, and the weather. The register showed 136 names. The attendance at the luncheon was 135, and at the smoker 130. Universities represented by three or more persons were: Wisconsin 38, Minnesota 20, Northwestern 8, Illinois 7, Chicago 5, Iowa 5, Vanderbilt 3, Missouri 3. Remoter universities deserving mention for sending delegations were: Texas 2, North Dakota 2, Arkansas 1, Utah 1, Michigan 1. All the middle-western States were represented.

The Executive Committee of the Division held its principal session December 27, at 11 a. m., and prepared its report, which was acted on at the business session.

The local arrangements were admirably carried out by the following committee: Henry Burrowes Lathrop, *Chairman*, Barry Cerf, Miss Lucy M. Gay, O. J. Campbell, Miss

Lily Campbell, C. D. Cool, John L. Kind, Bayard Quincy Morgan, and Julius Olson.

FIRST SESSION, THURSDAY, DECEMBER 27

The meeting was called to order at 2.30 p. m. by the Chairman, Professor Thomas Edward Oliver, of the University of Illinois.

The Secretary of the Division, Professor Bert Edward Young, of Vanderbilt University, presented a brief report, reviewing the work of the year. The officers and Executive Committee had been active in plans for the improvement of the work of the Association. In view of the enormously augmented expense of all our publications, the Secretary urged the coöperation of all members in increasing the membership. Upon motion, the report was approved.

The Chairman appointed the following committees:

To nominate officers: Professors Colbert Searles, A. R. Hohlfeld, J. M. Thomas, G. H. Stempel, R. H. Griffith.

On place of meeting: Professors J. T. Hatfield, J. D. Fitz-Gerald, Lucy M. Gay, R. P. Jameson.

On Resolutions: Professors R. S. Crane, R. L. Ramsay, W. C. Curry.

The Chairman recognized Professor Thomas A. Knott, of the University of Chicago, who made a presentation of the work and scope of the American Dialect Society and invited coöperation by members of the Division.

The Chairman called for the report of the Committee on the Modern Language Scholarship Society, appointed in 1916. Professor Carl Schlenker, of the University of

Minnesota, reported progress, and askt to hav the committee continued. Upon motion of Professor J. T. Hatfield, of Northwestern University, it was so orderd.

The Chairman recognized Professor John D. Fitzgerald, of the University of Illinois, who announced the organization of the national Association of Teachers of Spanish and invited the coöperation of members of the Division.

Professor Bayard Quincy Morgan, of the Local Committee, announced arrangements for the entertainment of the visitors.

The Chairman gave notis that meetings wud be opend on time and readers of papers held strictly to time allotments.

The reading of papers was then begun:

1. "Imitation of the Elizabethans in the Erly Eighteenth Century—a New Document." By Professor Ronald S. Crane, of Northwestern University.

[Altho students ar agreed concerning the imitativ and neo-classical caracter of the Spenserian and Miltonic "revivals," there is inquiry as to when and why poets began imitating Spenser and Milton. Passages in Felton's *Dissertation on Reading the Classics and Forming a Just Style* (1713) sho imitation of Elizabethans recognized erlier than is supposed, and regarded as consistent with a strict neo-classical point of view.—*Fifteen minutes.*]

2. "Literary Ideals in Eighteenth-Century France." By Professor Colbert Searles, of the University of Minnesota.

[It is generally asserted that French literature of the eighteenth century was utilitarian and propagandistic; hence the failure to attain artistic excellence. As a matter of fact, writers paid great attention to the processes by which literature in its highest forms is made, and wer actuated by ideals similar to those of the seventeenth century. The work of Voltaire is discust in this connection. Other causes for decline in artistic quality.—*Twenty minutes.*]

This paper was discust by Professors Barry Cerf and Hugh A. Smith, of the University of Wisconsin.

3. "Wordsworth's Three Ages of Man." By Professor Arthur Beatty, of the University of Wisconsin.

[Wordsworth's use of the conception of the Three Ages and its sources. Uses of this conception in noting the development of the poet and in interpreting his poetry.—*Fifteen minutes.*]

4. "Italian Fabulists of the Eighteenth and Nineteenth Centuries." By Professor Kenneth McKenzie, of the University of Illinois.

[A comprehensiv bibliografical and critical study of fables and fabulists in France, Italy, and other cuntries since La Fontaine is stil to be made. The paper attented to classify the Italian fable writers of this period and to sho that, while few ar important as individuals, their work as a whole is significant.—*Twenty minutes.*]

5. "An Experiment in Intonation Curvs." By Professor Sarah T. Barrows, of the Ohio State University.

[The ear is not so wel traind as the eye. By means of intonation curvs we visualize the variations in pitch and quantity, which often ar not detected by the ear. The experiment was made for the purpose of testing the practical value of intonation curvs in the teaching of foren languages.—*Fifteen minutes.*]

During the reading of this paper Professor Kenneth McKenzie, of the University of Illinois, occupied the chair.

This paper was discust by Professors A. R. Hohlfeld, S. H. Goodnight, and Mr. A. W. Aron, of the University of Wisconsin.

6. "The Relation between French Farce and the Secular Elements in the Towneley Cycle." By Mr. Louis Wann, of the University of Wisconsin.

[The supposed influence of French farce upon secular elements in Towneley whose sources hav remaind unidentified. Banzer's claim of *Pathelin* as the source of the Mak farce in the Second Shepherds' Play refuted. Other parallels in French farces, mystères, etc.

Sources of the secular elements in Towneley ar to be sought, not in France, but in England.—*Fifteen minutes.*]

This paper was discust by Professors T. E. Oliver, and Charles Read Baskervill of the University of Chicago.

7. "How Shakespeare Shifted His Scene." By Professor G. F. Reynolds, of Indiana University.

[The problem of shoing that the scene had changed on the Elizabethan stage, with its simultaneous and symbolic properties, was a real one. In this the dramatists wer assisted by a convention that exit at one door and immediate entrance at another ment a change of scene. The existence of this convention is establisht by certain directions; illustrations of its further use wer cited.—*Fifteen minutes.*]

In the absence of the author the reading of this paper was omitted.

8. "Gottfried Keller's Attitude toward Literary Criticism and Theory." By Mr. August R. Krehbiel, of the State University of Iowa.

[Keller's evaluation of contemporary critics shoes appreciation of lasting values in criticism. His critical writings before *Der grüne Heinrich*, sho keen insight, but ar essentially empirical. In his opposition to any definition of the Novelle form there is an increasing antipathy to systematic criticism and literary theory.—*Fifteen miuutes.*]

This paper was discust by Professors A. R. Hohlfeld, H. B. Lathrop, and S. H. Goodnight, of the University of Wisconsin.

The Chairman recognized Professor Ernst Voss, of the University of Wisconsin, who offerd the folloing resolution:

Resolved, That this Division has herd with regret of the serius illness of the President of the Association, Professor Kuno Francke, and that the Secretary be instructed to send him a telegram conveying the sympathy of this body, with earnest wishes for his speedy recovery.

This resolution was adopted by unanims vote.

At eight o'clock in the evening of Thursday, December 27, the members of the Central Division assembled in the parlors of Lathrop Hall, and heard with pleasure the following:

Address of welcome, Edward Asahel Birge, Dean of the College of Letters and Science, of the University of Wisconsin.

Address of the Chairman of the Central Division, Professor Thomas Edward Oliver, of the University of Illinois. Subject: "The Menace to Our Ideals."

These addresses were followed by an informal reception.

SECOND SESSION, FRIDAY, DECEMBER 28

Departmental Meetings for Presentation of Technical Papers

In accordance with the action of the Division at its 1916 meeting, setting apart one session for sectional gatherings in which the more technical papers in English, Germanic Languages, and Romance Languages should be read and discussed, separate meetings were held at 9.30 a. m. in various rooms in the Law Building. The following were the programs:

ENGLISH

Chairman—Professor Charles Read Baskerville, of the University of Chicago.

Secretary—Professor Samuel Moore, of the University of Michigan.

9. "On Translating *Beowulf*." By Professor William Ellery Leonard, of the University of Wisconsin.

[On the practicability of translating *Beowulf* in modern English couplets made up of variations from both the Old English and the Nibelungen line—a discussion of some simple principles for achieving a mesure of imaginativ equivalence, particularly in rythmical effect, without violating the genius and traditions of English versification; with some illustrativ specimens of a new version.—*Twenty-five minutes.*]

10. “Progress Pieces: An Eighteenth-Century Literary Fad.” By Professor R. H. Griffith, of the University of Texas.

[The group of fifty or more pieces, generally poems; the best-known example, Gray’s “Progress of Poesy.” The machinery, the allegory of the birth of some abstraction (music, love, liberty) in one cuntry, and its progress to others. Structural plan, the cameo necklace, conventional design of eighteenth-century poetry. The fad the offspring of caracter-writing and new conceptions of continuity and evolution in history and science. Subsequent influence.—*Fifteen minutes.*]

11. “And Which; and Who.” By Professor Henry Burrowes Lathrop, of the University of Wisconsin.

[Many books on retoric prohibit coördinating words and frases with clauses, especially in the “*and which* construction.” This general precept is unsound, adverbial expressions being coördinated freely, substantiv expressions not infrequently. Appositiv adjectiv expressions often coördinated by standard writers. The prohibition a rule of thum, unscolarly and harmful.—*Twenty minutes.*]

The paper was discust by Professors H. M. Belden, of the University of Missouri, Samuel Moore, of the University of Michigan, Killis Campbell, of the University of Texas, and W. E. Leonard, of the University of Wisconsin.

12. “Did Shakespeare Write *The Taming of the Shrew*?” By Dr. Ernest P. Kuhl, of the University of Minnesota.

[Arguments for double authorship, based on diction, verse, classical allusions, and scraps of Italian, ar not sound. Good reasons for believing that Shakespeare wrote the entire play; unity of

caracterization, firmly nit plot, treatment of sources, use of double endings, etc.—*Ffteen minutes.*]

13. "Costuming on the English Stage between 1660 and 1823." By Miss Lily B. Campbell, of the University of Wisconsin.

[Between 1660 and 1770 we note adherence to certain sloly evolvd traditions in regard to stage costumes. The period was markt by eccentricities of costuming arising from attemts at accuracy in historical detail and local color. Between 1770 and 1823 artists and managers workt under the influence of groing antiquarian interests and archeological discoveries, while beauty of costume was advanced by increast interest in Greek sculpture and mechanical changes in stage illumination and arrangement.—*Fifteen minutes.*]

14. "Some Predecessors of Shakespeare's Children." By Professor Walter Clyde Curry, of Vanderbilt University.

[Investigation of pre-Elizabethan literature shoes that, with a single exception, the children of Shakespeare's plays ar made out of traditional English material. Most of them belong (1) to the Lay-Figure type; two of them are (2) The Forward or Bad-Boy type; and one of (3) The Pathetic-Figure Type. The fact that he folloes tradition, together with a consideration of the limitations of the stage, may explain Shakespeare's apparent inability to portray childhood with truth.—*Fifteen minutes.*]

15. "Morality Themes in Milton's Poetry." By Professor Robert L. Ramsay, of the University of Missouri.

[The historic morality themes wer an important part of the furniture of Milton's mind. In the development of his career the morality yielded stedily to the parable. The three chief themes of the morality play—viz., the Debate of the Four Daughters of God, the Coming of Deth, and the Conflict of the Vices and Virtues—wer drawn upon in the minor poems; the third supplied the plot of Comus; all combined in the original plot of *Paradise Lost*; traces of all remain even in the finisht epics; all hav vanisht from *Samson Agonistes* and been replaced by the parable or concrete type of allegory. Significance for the groeth of Milton's mind.—*Twenty minutes.*]

GERMANIC LANGUAGES

Chairman—Professor Edwin Carl Roedder, of the University of Wisconsin.

Secretary—Mr. August R. Krehbiel, of the State University of Iowa.

16. "Accent-Mixture and Sound-Changes." By Professor C. M. Lotspeich, of the University of Cincinnati.

[Consonant shifts and umlaut are the result of a mixing of two different types of accentuation, Nordic (North German) and Alpine (in its purest form, French). The Germanic and High German consonant shifts are in origin identical with Celtic "lenition" and arose from *antagonistic muscular reaction*. This theory eliminates increase of force of expiration as a positive factor in sound-changes. Umlaut is the result of accent-mixture, whereby a new and unnatural dominant, or moment of maximum muscular contraction, is substituted for an old habitual one. Phenomenon identical in Celtic, Slavic, and Germanic.—*Twenty-five minutes.*]

In the absence of the author through serious illness the paper was read by Mr. A. W. Aron. It was discussed by Messrs. Hollander and Aron, of the University of Wisconsin, and Professor G. H. Stempel, of Indiana University.

17. "The Middle High German Clitic Preterits *gie, fie, lie* as Indications of Shifting Speech-Feeling." By Professor Robert James Kellogg, of the James Millikin University.

[That the MHG phenomena of (1) omission of intervocalic *h, g*, and *w*, (2) assimilative and sandhi variations of *h, k, ch*, and *g*, (3) syncopated verb forms, (4) grammatical change (Verner's Law) were entrenched in speech-feeling is shown by their creating analogical formations. It appears (1) that these phonetic equations and variations were associated with and reinforced each other in MHG speech-feeling, and (2) that stem variation between strong preterit singular and plural was of fundamental importance here. It follows (3) that MHG speech-feeling was predisposed to formation of clitic preterits and (4) that, conversely, subsequent stem-leveling of preterit singular and plural favored leveling out of these forms.—*Fifteen minutes.*]

In the absence of the author this paper was not read.

18. "The Earliest Music to Goethe's *Faust*." By Professor James Davies, of the University of Minnesota.

[This paper treated the development of the idea of a musical setting to *Faust* which resulted in the Radziwill arrangement. The evolution of this was traced principally thru the Zelter-Goethe correspondence. The paper was merely a section of a larger scheme now in preparation, which includes consideration of the influence of the *Faust* idea in the world of music.—*Twenty minutes*.]

The paper was discussed by Professors J. T. Hatfield and A. R. Hohlfeld, and by Director Max Griebisch, of the National German-American Teachers' Seminary.

19. "Traces of Matriarchy in Germanic Hero-lore." By Mr. Albert W. Aron, of the University of Wisconsin.

[A review of the theory of matriarchy. Matriarchy among Celts and other Indo-European races. Contemporary mention of matriarchy among Germanic races. Numerous references to close relationship between uncle and sister's son in Germanic hero-lore. Bearing of this question on text interpretation, on the problem of Germanic civilization, and on relationship of Germanic and Indo-European.—*Twenty-five minutes*.]

This paper was discussed by Professors Roedder, Stempel, and Hohlfeld, and Mr. Hollander.

ROMANCE LANGUAGES

Chairman—Professor R. P. Jameson, of Oberlin College.

20. "The Author of Branches II. and V.a of the *Renard* and Chrétien de Troyes." By Professor Lucy M. Gay, of the University of Wisconsin.

[M. Wilmotte in *Romania*, 1915, endeavors to show that the author of the oldest branch of the *Renard* was acquainted with Chrétien. Three passages of the *Renard* are cited as proof. Models for two of these are found in works mentioned in the prolog of Branch II. The third is as probably a borrowing of Chrétien from the *Renard*, as *vice versa*.—*Twenty minutes*.]

This paper was discust by Professor Hugh A. Smith.

21. "*Decameron* IV.v and the Sicilian Basil Song." By Professor H. M. Belden, of the University of Missouri.

[The Sicilian *canzone*, "Quale esso fu lo mal cristiano," commonly accepted as the source of *Decameron* IV, v, had originally the same meaning as the English *Sprig of Thyme* folk-song. Boccaccio consciously reinterpreted it to fit the lover-murderd-by-brothers theme.—*Twenty minutes.*]

22. "The Background and Date of Gautier's *Eracle*." By Professor Frederick A. G. Cowper, of the University of Wisconsin.

[The date 1164 is generally given for the *Eracle* of Gautier d'Arras, but the form of the poem and the prolog and epilog indicate a lapse of years between the composition of the first and second parts. Provins furnisht the setting. Striking similarity between the migration of Gautier d'Arras and of Chrétien de Troie from Champagne to Flanders.—*Fifteen minutes.*]

The paper was discust by the Chairman.

23. "Gautier and Sterne." By Professor Francis B. Barton, of the University of Minnesota.

[Gautier's familiarity with Sterne is attested by frequent reference to incidents in *Tristram Shandy*. Clearly markt traces of Sterne's influence on Gautier found especially in Gautier's erlier works: (1) close imitation of specific incidents in Sterne; (2) use of nearly all of Sterne's idiosyncrasies of style; (3) the account of a jurney that may be termd "sentimental"; (4) the pert, bantering attitude that Gautier at times assumes toward the reader.—*Fifteen minutes.*]

The paper was discust by Professor A. Coleman, of the University of Chicago.

24. "The Influence of Conservatism upon the Art of Pereda." By Dr. John Van Horne, of the University of Illinois.

[Pereda wrote because he felt within him the impulse to write. Nearly all his works contain something of a polemical nature, which must be attributed to distaste for modernism. This paper aimed to

show that the controversial spirit is one of the most fundamental and most valuable elements in Pereda's productions, altho it often interferes with formal art.—*Twenty minutes.*]

25. "Les 'Cahiers' de L'Amitié de France." By Mr. Robert Silvercruys, of the University of Wisconsin.

[Plusieurs articles ont paru au cours de ces dernières années où l'on s'est efforcé d'indiquer le caractère et l'importance du courant catholique dans la littérature française d'aujourd'hui. L'histoire des "Cahiers" de l'Amitié de France et l'étude de l'esprit qui s'y manifeste ne peuvent manquer de nous donner des lumières nouvelles.—*Twenty minutes.*]

The members of the Central Division were entertained at luncheon by the local membership at the University Club at half past twelve on Friday.

THIRD SESSION, FRIDAY, DECEMBER 28

Departmental Conference on Instruction

This period was devoted to three departmental meetings, representing the English, Germanic, and Romance Languages, for the discussion of problems of instruction. A definite sequence of work is attempted in these conferences. The sessions were all held in the Law Building, opening at 2.30 p. m. The following programs were presented:

ENGLISH

Chairman—Professor Karl Young, of the University of Wisconsin.

Secretary—Professor Thomas A. Knott, of the University of Chicago.

The conference heard the extended and able report of the special committee on Freshman English, appointed in 1916, consisting of Professors F. A. Manchester, of the

University of Wisconsin, F. W. Scott, of the University of Illinois, and J. M. Thomas, of the University of Minnesota. The report, which was presented by the Chairman, Professor Manchester, was discussed paragraph by paragraph, by the following persons: Miss Frances Allen Foster, of Carleton College, Professors Carleton F. Brown, J. M. Thomas, and Miss Whitney, of the University of Minnesota, Professors F. G. Hubbard, O. J. Campbell, Jr., Karl Young, W. E. Leonard, H. B. Lathrop, Charles S. Pendleton, F. A. Manchester, of the University of Wisconsin, H. M. Belden, of the University of Missouri, F. B. Snyder, of Northwestern University, Killis Campbell, of the University of Texas, Samuel Moore, of the University of Michigan. At the close of the discussion Professor Lathrop moved that the report be received and if possible printed and circulated for discussion at the next meeting. The motion was past.

The conference past then to the reading of papers:

26. "The Place of Old and Middle English in the Undergraduate Curriculum." By Professor Carleton F. Brown, of the University of Minnesota.

The paper was discussed by Professors Samuel Moore and W. E. Leonard.

Upon the motion of Professor Moore the Chairman was directed to appoint a committee of three to name a chairman of the conference for 1918, this committee to report their choice to the officers of the Division. The Chairman named the following: Professors H. M. Belden, *Chairman*, T. A. Knott, and W. D. Howe of Indiana University.

GERMANIC LANGUAGES

Chairman—Professor James Taft Hatfield, of Northwestern University.

Secretary—Professor Bayard Quincy Morgan, of the University of Wisconsin.

Professor Hatfield, acting as chairman in the absence thru illness of Professor C. M. Lotspeich, who prepared the program, said in substance:

Meeting to-day under exceptional conditions, and with a sense of the straitening of our resources and influence, we have no word of complaint as to hardships. In this heroic time we have full faith in the essential large-heartedness and justice of the American people, and await with confidence the victory of the national cause and the brightening of the horizon.

The following topics were offered for discussion:

27. "Standardization of Editions of German Texts."
By Professor B. J. Vos, of Indiana University.

Professor Vos had hoped up to the last moment that the quarantine on his home would be lifted, and so had made no provision for the reading of his paper, which promised especially animated discussion.

28. "Elementary Work from a Different Angle."
By Professor Walter R. Myers, of the University of Minnesota.

Language training is primarily art training, that is, training in skill in handling the language tool, as opposed to scientific knowledge about language. Greater emphasis should therefore be laid upon the expression of thought from the beginning, even to the exclusion, in the first weeks, of all scientific information about the language, until the beginner has, thru the necessarily close observation and imitation, formed the habit of associating immediately in his sub-consciousness the idea and the expression for the idea. Imitation and practice, being the essentials in all art training, are supported by criticism (grammar) after a basis of skill has been developed.

The application of these principles influences fundamentally the selection of reading material, the methods of preparing assignments and of conducting recitations, as well as the methods of study and the volitional attitude of the student.

This paper gave rise to spirited discussion, in which participated Professors Barrows, Hatfield, Roedder, Morgan, Graves, Koenig, Pflueger, Hohlfeld, and Messrs. Aron and Diehl.

29. "Practical Suggestions on the Methodology of Undergraduate Literary Courses." By Professor John L. Kind, of the University of Wisconsin.

Pointing out that heretofore little attention had been paid to this group of courses, the speaker outlined the steps by which the German department at the University of Wisconsin had classified and arranged these courses, and detailed the present practice of their administration. Two groups of undergraduate literary courses are distinguished, designated respectively as A and B courses. The courses in Group A are primarily language-practice courses. Emphasis is laid on close examination of the text, on grammatical knowledge, on written and spoken German. The courses in Group B are primarily literature-study courses, presupposing the completion of a course in Group A. The amount of reading is here largely increased, emphasis is laid on collateral reading, biographical and cultural background, and literary appreciation. Most of the courses are conducted in German, but there are fewer written exercises. At the completion of such a course, the student is prepared to meet the more exacting requirements of the advanced literary courses.

This paper was discussed by Professors Hatfield and Hohlfeld.

Professor Charles H. Handschin, of Miami University, was elected Chairman of the section for 1918.

ROMANCE LANGUAGES

Chairman—Professor A. Coleman, of the University of Chicago.

Secretary—Dr. John Van Horne, of the University of Illinois.

A.—Reports of Committees

I. Professor T. E. Oliver, of the University of Illinois, reported on behalf of the program committee that a definite policy had been started which would extend over several years, dealing in turn with first, second, third, and fourth-year work. He recommended that a chairman, vice-chairman, and secretary, be elected annually, and that this committee be charged with the direction of the program. The report was adopted.

Upon the recommendation of the nominating committee, Professors A. Marinoni, Theo. L. Neff, and Lucy M. Gay, the following officers were elected for the 1918 meeting: *Chairman*, Professor H. R. Brush, University of North Dakota; *Vice-Chairman*, Professor A. de Salvio, Northwestern University; *Secretary*, Professor C. E. Leavenworth, Wabash College. These officers constitute the program committee.

II. Reports from the committees appointed last year "to prepare and submit in 1917 standard courses for the first year college classes in French, Italian, and Spanish."

(a) French Committee: Professors A. Coleman, Barry Cerf, University of Wisconsin, and Mark Skidmore, University of Kansas.

The report was divided into an introduction, recommendations, and ways and means. The introduction discussed general tendencies and methods, and made allowance for differences in various institutions and localities. It was recommended that the following points be stressed: pronunciation, grammar, understanding and use of living language, reading, and French life, history, customs, etc. The following ways and means were mentioned: practice in pronunciation, phonetic symbols, extensive drill, reproductions, devices to stimulate interest and to clarify, groupings of words, etc., use of French in class, the reading of about 100 pages in the first semester, and 150 or more in the second, careful translation at first, and the introduction, whenever possible, of maps and historical matter.

This paper was discust by Professors C. E. Young, of Beloit College, H. R. Brush, and R. P. Jameson. On the motion of Professor Young it was voted that the report be accepted, presented to the *Modern Language Journal* for publication, and printed in abbreviated form in the *Publications of the Modern Language Association of America*.

(b) Italian Committee: Professors A. Marinoni, University of Arkansas; E. H. Wilkins, University of Chicago; and Ruth Shepard Phelps, University of Minnesota.

Italian is alredy more standardized than French or Spanish, particularly in the use of grammars and reading texts, these being few in number. Most classes meet three times a week and read in all from 200 to 300 pages. Altho classes ar small, variations in ability of students make oral practis difficult. To meet this situation the first semester shud be used for training students to understand spoken and written Italian; not very much composition shud be done until the second semester, when many exercises may be written, and free composition introduced. Translation ought to be prominent at the outset, and gro less and less important.

This report was discust by Professor Kenneth McKenzie, of the University of Illinois. Professor T. E. Oliver moved that the report be accepted and presented in form for publication to the *Modern Language Journal*. The motion was carried.

(c) Spanish Committee: Professors John D. Fitzgerald, E. W. Olmsted, University of Minnesota, and Arthur L. Owen, University of Kansas.

A careful comparison of syllabi alredy publisht shoes a remarkable approximation to identity. Radical methods shud be avoided, in favor of a thoughtful policy of choice. In pronounciation Castilian shud be used. Training in grammar must form the background for the work in all beginning classes. Translation into good idiomatic English is essential. It is probably advisable to adopt a grammar

that will give a skeleton of the entire field in one semester, leaving the second semester for review and greater stressing of detail. Syntax should be left for the second year. In reading, some 100 pages should be covered in the first, and 200 in the second semester. Constant oral and written reproduction must accompany both grammar and reading work. Finally, some really good pieces of prose and verse are to be memorized.

This report was discussed by Professor G. T. Northup, of the University of Chicago. On his motion it was voted that the report be accepted and sent to *Hispania* in form for publication.

Professor McKenzie offered a resolution providing that no difference should be made between arts and science students in first year classes in Romance languages. The resolution was adopted.

The Chair ruled that the question of Spanish pronunciation, which was to be taken from the table and decided at this meeting, was settled by the unanimous acceptance of the Spanish committee's report containing the recommendation of Castilian pronunciation. There was no debate or question.

B.—Papers

(Ten-minute introductory talks on the essential elements of second-year college courses in French, Italian, and Spanish.)

30. French: Professor Stephen H. Bush, State University of Iowa.

In the second year students do not notice such rapid improvement as in the first. The gap between good and poor students widens. No purely mechanical solution for these difficulties. Translation must be used as a backbone, the final test to determine whether a class comprehends a text. The danger of too much translation offset by conversation based on the text in every possible variety of method. French summaries of outside reading are useful. Composition plays a great rôle in the grammar work, which should include review and drill in details. A text from which to write French, and free compo-

sition, with a standard grammar, produces better results than a composition book. A special effort must be made to enliven second-year French, so that the student will feel that he is learning something truly helpful.

31. Italian: Professor Ruth Shepard Phelps, University of Minnesota.

Few of the reasons that lead students to elect modern languages are operative in the case of Italian. It can expect only their marginal interest. For this reason, however, second-year students, tho few, are fit. They are fairly well equipped to study Dante, and in most institutions are permitted to do so. But as the Dante course is not open to sophomores, it is not suited to be a so-called second-year course, though the fact that second-year students can read Dante shows that a second-year course will have little in common with the intermediate courses in other modern languages. It can be much more advanced. It should be literary in character, because Italian is less than French an end in itself, and the practical uses for it are not so immediate. The course should be predominantly in poetry rather than prose, leaving prose, which is especially the vehicle of thought, for work in English and French, and emphasizing the peculiarly Italian contribution of beauty, which is felt most in poetry. A tentative recommendation is made of a course in the greatest poets (as Dante, Petrarch, Ariosto, Tasso, Leopardi, Carducci) supported by composition work to remind the student of grammar.

32. Spanish: Professor Arthur L. Owen, University of Kansas.

It is advisable to include in the same sections students with utilitarian and cultural aims and present material for both, rather than to separate them. Assuming five hours a week for the course, three hours are devoted to reading and two to composition, oral and written. A long, easy text with steadily increasing assignments should develop the student's ability to read. Translation may perhaps be limited to difficult passages. The reading may be used, from the first, for grammatical and conversational purposes. A comprehensive grammar should be used for reference and intensive study of certain details. In conversation, students must be trained to do more than answer questions. A volume of easy plays is serviceable for oral résumés, etc. A good composition book, varied by free translation into Spanish, is the most practical material for writing. In the

second semester the difficulty of texts read should be sensibly increased; literary interpretation need not be neglected, but can only be incidental.

On the motion of Professor Hugh A. Smith, University of Wisconsin, it was voted to leave next year's program to the program committee.

C.—Round-Table Discussion

I. The Utilization of the Present Opportunity for the Development of the Study of French.

Professor H. A. Smith presented the results of a circular letter dealing with the problem of securing instruction in French and Spanish, and offered the following resolution:

Owing especially to the demand for those who speak French, many teachers of French and Spanish have recently entered war service. At the same time the number of students in French and Spanish has greatly increased. This has brought about a serious situation in the teaching of these subjects. In a number of schools and colleges, to meet this situation in the easiest way, and in some cases also to retain old teachers, there have been shifted into French and Spanish work teachers from other fields who are inadequately prepared or not able to enter wholeheartedly into the promotion of this work. The section of Romance Languages in the Central Division of the Modern Language Association of America desires to call the attention of school and college administrators to the inadvisability of the above mentioned practice, and, at the same time, to pledge to these authorities its best efforts for the immediate training of more French and Spanish teachers. To this end, also, it appeals to administrators of the various institutions where such teachers can be trained for their cooperation in the development of suitable courses and for the assignment, where possible, of fellowships and scholarships for the aid of candidates in these subjects.

The resolution was adopted.

Professor Smith then moved that an executive committee of five have general charge of the matter of urging better facilities for the immediate training of more French and

Spanish teachers, and that this committee be specially charged to secure in each state a strong local committee to undertake the further development of French and Spanish in the high schools and the general promotion of the work with the state as a unit. Professor Barry Cerf, of the University of Wisconsin, proposed as an amendment that the committee consist of Professors Smith, Olmsted, and McKenzie and two others chosen by them. The motion, thus amended, was carried.

II. Military French.

On the motion of Professor Olmsted, it was voted that officers of the Central Division be requested to confer with officers of the Eastern Division with a view to offering the co-operation of this Association with the War Department in providing facilities for the study of French by those in military servis.

FOURTH SESSION, SATURDAY, DECEMBER 29

The meeting was cald to order at 9.30 a. m.

The Secretary red a letter from Professor William Gardner Hale, *Chairman*, requesting that the representation of the Association upon the Committee on Grammatical Nomenclature be continued. Upon the motion of Professor Kenneth McKenzie, this was unanimously voted. The Committee reported that, in addition to a small French book for our soldiers in France, quite recent grammars of English, Italian, and Spanish hav adopted the nomenclature of the Report of the Committee and that an English grammar now under revision will adopt it. Some ten English grammars in all hav adopted it.

The Secretary presented the report of the Executiv

Committee, consisting of the Chairman and Secretary and Professors C. R. Baskervill, E. W. Olmsted, and E. Prokosch.

In accordance with the action of the Division in 1916, directing the Committee to take under advisement the general question of the character and arrangement of the annual programs of meetings, the Committee recommended, as the result of its considerable deliberation:

That the program of one general session be devoted to some field of general interest, and consist of one leading paper of some length and of such character as to interest members in different fields of research, with shorter papers grouped about it. The committee further suggests that the Secretary be allowed large discretion in the application of this feature of the programs, which should not be mandatory in character.

In the lively discussion that followed there participated Professors E. W. Olmsted and J. M. Thomas, of the University of Minnesota; B. E. Young, R. P. Jameson, and Hugh A. Smith. A motion to table the recommendation was lost. After further discussion, in which participated Professors Kenneth McKenzie, Charles E. Young, and Barry Cerf, the question was referred to the Committee for further consideration. The fact that two sessions are already set apart, one for technical papers and one for problems of instruction, was a factor that led many to feel that there was no need for immediate action, although others active in the debate favored still further modifications in the programs.

Professor R. S. Crane presented the following report of the Committee on Resolutions:

Resolved: that the members of the Central Division of the Modern Language Association of America express to the authorities of the University of Wisconsin and to the members of the Local Committee their appreciation of the warm courtesy and the cordial hospitality shown them during the present meeting.

R. S. Crane, *Chairman*, R. L. Ramsay, W. C. Curry, *Committee*.

This resolution was unanimously adopted.

The Committee on Time and Place of the Next Meeting reported, thru Professor R. P. Jameson, in favor of accepting the invitation of Washington University. In the discussion that folloed, members of the Division exprest their deep appreciation of this invitation, but in view of the unusual stress now prevailing and of the difficulty of securing a good attendance at places outside of the central area, the Division went on record by vote as favoring Chicago as the next meeting-place, leaving the whole question, however, to the Executiv Committee, with power to act. There participated in this discussion Professors H. B. Lathrop, Lucy M. Gay, Friedrich Bruns, Hugh A. Smith, B. Q. Morgan, Kenneth McKenzie, B. E. Young, and Dr. John Van Horne. It was evident that there was a strong sentiment in the Division favoring Chicago as the regular meeting-place every year.

Variis questions of law and procedure having arisen in recent meetings, the Chairman, upon the motion of the Secretary, was authorized to appoint a committee to examin the laws of the Division, from the beginning, to make an orderly collection thereof, to formulate proposed modifications therein, and to report its recommendations at the next meeting. The Chairman appointed the folloing committee: Professors E. W. Olmsted, *Chairman*; Thomas A. Jenkins, of the University of Chicago, and Robert A. Law, of the University of Texas.

The Secretary presented the need of more members of the Association and past around cards for nominations to be forwarded to the Secretary of the Association.

The Division adopted the folloing resolution offerd by Professor E. W. Olmsted:

Resolved: that it is the sense of the Central Division of the Modern Language Association of America, in view of wide-spread dissatisfaction among its members with the use of Simplified Spelling, as exemplified in the publications of this Association, that a referendum vote of all members of the Association should be taken on the question of continuing this policy.

Professor Karl Young presented the following resolutions:

Resolved: that the Central Division of the Modern Language Association of America favors the compilation and publication of a list of photographic copies of appropriate manuscripts and rare printed books accessible in the United States and Canada; and,

Resolved: that the Executive Council be requested to appoint a committee with power to forward this project.

Upon motion, these resolutions were adopted.

On behalf of the Nominating Committee Professor Searles, *Chairman*, presented the following report:

The Committee recommended that in the interest of a permanent and effective policy the three members who, with the Chairman and Secretary *ex officio*, compose the Executive Committee be henceforth elected for terms of one, two, and three years, respectively.

With this recommendation the Committee nominated:

For *Chairman*, Professor B. J. Vos, of Indiana University.

For *Secretary*, Professor B. E. Young, of Vanderbilt University.

For the *Executive Committee*, to serve one year, Professor Otto Heller; to serve two years, Professor E. W. Olmsted; to serve three years, Professor C. R. Baskerville.

Upon motion, the Secretary was instructed to cast the ballot of the Division for the report, and the said report with its recommendations was declared adopted.

The reading of papers was then resumed.

33. "Modern Thought in German Lyric Verse." By Professor Friedrich Bruns, University of Wisconsin.

[This paper discust in outline the development of a modern *Weltanschauung* in the German lyric poets from Goethe and the Romantic school to Nietzsche and Richard Dehmel. Three lines of thought wer taken up: the pantheistic conception of the deity, the problem of free will, and the valuation of life.—*Thirty minutes.*]

34. "The Abbé Prévost and Shakespeare." By Mr. George R. Havens, Indiana University.

[Three men, in the second quarter of the eighteenth century—Muralt, Voltaire, and Abbé Prévost—ar prominent in the diffusion among the French of a knolege of England and the English. The last has generally been considered the most liberal in his appreciations. A study of his attitude toward Shakespeare, particularly in his periodical, *le Pour et Contre* (1733-1740), leads to a belief that he was less in advance of his time than has been thought.—*Fifteen minutes.*]

35. "The Poe-Griswold Controversy." By Professor Killis Campbell, University of Texas.

[A fresh reviewal of the case in the light of sundry contemporary documents and of our maturer knolege of Poe as reveald by his editors and biografers. Griswold is shoen to have erd less than is commonly supposed in his editing of Poe, but to hav given a very inaccurate account of the poet's life and caracter.—*Twenty minutes.*]

36. "The Beginnings of Rhyme." By Professor George Pullen Jackson, University of North Dakota.

[The hypothesis is advanced that end rime, as it evolvd in medieval times, is not a borroing of the classical *homeoteleuton*, but rather a groth, indigenus to Western Europe, and springing naturally from a rhythmic-melodic environment prepared for it by the peculiar bild of the Latin church hymns and of similar secular songs. The discussion of this environment was the central purpose of the paper.—*Twenty minutes.*]

During the reading of this paper, Professor Lucy M.

Gay occupied the chair, and during the reading of those folloing, Mr. Louis Wann acted as Secretary.

37. "Two Poetic Interpreters of the West." By Mr. John A. Lomax, of Chicago, Ill.

[“Out among the big things—the mountains and the plains”—arise voices burdend with the effort to make clear the raw life of the outlands. The desperado, the cowboy, the ranger, the two-gun man, the broncho buster, the bull-dogger, ar the poetic cavaliers; while the open plain, the wide desolate places, the cattle trails, the cow camp, the maverick and the dogies, the sun and saddle, the dance halls, the region where the wil of the individual is the law, provide the stage for stirring scenes. Two poets hav recently written of this life, taking for their hero the cowboy. If cowboys ar not quite as here represented, they ought to be.—*Twenty minutes.*]

38. "English Political Satire in Verse During the American Revolution." By Professor Virgil L. Jones, University of Arkansas.

[All the verse satirists of the period wer mediocre and lacking in originality. They wer usually bitterly partisan and personal. Prior to 1779 a majority of the satirists favord the colonists. After that time there came a decline in production and a change in tone caused by the entrance of France into the war. The increasing seriousness of the conflict tended to destroy satire.—*Twenty minutes.*]

In the absence of the author of this paper, it was not presented.

39. "Childhood in Victor Hugo's Poetry." By Professor R. P. Jameson, Oberlin College.

[Victor Hugo is practically the first French poet to study the child. Remarkable number of poems and allusions. Sources of his inspiration—memories of childhood, periods of family life, etc. Metrical translations of typical poems. Sincerity of emotion shoen especially in the poems on the deth of his daughter. Classification of the pictures and allusions, recurring antitheses, etc. Conclusion.—*Twenty minutes.*]

There being no further business the meeting was declared adjurnd.